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Cambridge Ordinary Level

HISTORY (MODERN WORLD AFFAIRS)

2134/01

Paper 1 Modern World Affairs

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MARK SCHEME

Maximum Mark: 80

Published

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Question	Answer	Marks
Notes - The full mark range will be used as a matter of course. Marks must not be deducted for inaccurate or irrelevant material. Half-marks will not be used. - Levels of response criteria are used for questions where a hierarchy of answers is possible. Each answer is to be placed in the level that best reflects its qualities. It is not necessary to work through the levels. - In all levels, provisionally award the highest mark and then moderate according to the qualities of the individual answer. - The examples given in the mark scheme are indicative only and are not intended to be exhaustive or prescriptive. They are given only as examples of some responses/approaches that may be seen by an examiner.		
Generic mark scheme for Paper 1		
(a) Questions		
	Level 0: No response or response does not answer the question	[0]
	Level 1: Makes general statements about the topic that do not address the question	[1]
	Level 2: Makes simple statements that address the question	[2–6]
	Level 3: Makes developed statements that answer the question	[7–10]
(b) Questions		
	Level 0: No response or response does not answer the question	[0]
	Level 1: Makes general statements about the topic that do not address the question	[1]
	Level 2: Identifies/lists factors/describes	[2–4]
	Level 3: Explains the given factor or other factor	[5–6]
	Level 4: Explains the given factor and other factors	[7–9]
	Level 5: As Level 4 with additional reasoning to fully answer the question	[10]
This generic mark scheme will be adapted to suit specific wording of individual questions.		

Question	Answer	Marks
1(a)	Describe Wilson's Fourteen Points. A mark will be awarded for each substantive point – a statement that directly answers the question. A further mark will be awarded for any additional information provided to support the substantive point. Level 0: No response or response does not address the question 0 marks Level 1: Makes general statements about the topic that do not address the question 1 mark Level 2: Makes simple statements that address the question 2–6 marks E.g. There should be no more wars. Level 3: Makes developed statements that address the question 7–10 marks E.g. Alsace-Lorraine was to be returned to France.	10
1(b)	How successful was the Treaty of Lausanne, 1923? Explain your answer. Level 0: No response or response does not address the question 0 marks Level 1: Makes points about the topic in general terms, but not applied to the question 1 mark Level 2: Identifies/lists factors/describes 2–4 marks Level 3: Explains the given factor or other factor 5–6 marks E.g. Success: It was better than the Treaty of Sevres that it replaced in that it returned Smyrna to Turkey. Level 4: Explains the given factor and other factors 7–9 marks E.g. Not successful: it confirmed that Egypt, Tunisia and Morocco were either independent or under the mandate of GB or France, meaning that the Arabs who had supported Britain in the war gained little. Level 5: As Level 4 with additional reasoning to fully answer the question 10 marks	10

Question	Answer	Marks
2(a)	What were the strengths of the League of Nations? A mark will be awarded for each substantive point – a statement that directly answers the question. A further mark will be awarded for any additional information provided to support the substantive point Level 0: No response or response does not address the question 0 marks Level 1: Makes general statements about the topic that do not address the question 1 mark Level 2: Makes simple statements that address the question 2–6 marks E.g. To keep the peace, to prevent another war. Level 3: Makes developed statements that answer the question 7–10 marks E.g. Collective security was intended to bring pressure onto all members so that countries would never again go to war against each other.	10
2(b)	How far was the League of Nations weakened by not admitting Germany until 1926? Explain your answer. Level 0: No response or response does not address the question 0 marks Level 1: Makes points about the topic in general terms, but not applied to the question 1 mark Level 2: Identifies/lists factors/describes 2–4 marks Level 3: Explains the given factor or other factor 5–6 marks Yes: having France and Germany around the same negotiating table may have reduced the anger felt in Germany about the nature of the peace. The continuing distrust between France and Germany would have been lessened as other countries supported the implementation of the treaties. Level 4: Explains the given factor and other factors 7–9 marks No: Germany was as worn out by war and Britain and France were. There would have been no more support for action against Italy. Germany was in central Europe, so would not have supported war against Japan. Level 5: As Level 4 with additional reasoning to fully answer the question 10 marks	10

Question	Answer	Marks
3(a)	Describe how Germany broke the terms of the Treaty of Versailles up to 1936. A mark will be awarded for each substantive point – a statement that directly answers the question. A further mark will be awarded for any additional information provided to support the substantive point. Level 0: No response or response does not address the question 0 marks Level 1: General statements not answering the question 1 mark Level 2: Makes simple statements that address the question 2–6 marks E.g. The number of soldiers increased. The number of military aircraft increased. Level 3: Makes developed statements that address the question 7–10 marks E.g. Conscription was reintroduced to bring the army to 950 000 by 1939, from 100 000 in 1932. A 1935 Naval agreement with Britain allowed Germany to build warships to 35% of the British strength, leading to 95 warships being available for use by 1939.	10
3(b)	Which was more important as a cause of the Second World War: the Sudetenland crisis or the Nazi-Soviet pact? Explain your answer. Level 0: No response or response does not address the question 0 marks Level 1: Makes points about the topic in general terms, but not applied to the question 1 mark Level 2: Identifies/lists factors/describes 2–4 marks Level 3 Explains the given factor or other factor 5–6 marks E.g. The Sudeten Crisis: Hitler had not shown himself to be trustworthy. By increasing his demands to cover the whole of the Sudetenland, even for the reasons of protecting Germans there, the fact that he threatened war to do so caused concern enough for Britain to increase spending on arms in preparation for war. By this time 93% of the British public indicated that they did not believe Hitler when he claimed no further interest in other territories in Europe. Level 4: Explains the given factor and other factors 7–9 marks Level 3 plus e.g. The Nazi Soviet Pact because it gave Germany the confidence to invade Poland without risking war on two fronts. Level 5: As Level 4 with additional reasoning to fully answer the question 10 marks	10

Question	Answer	Marks
4(a)	What was Containment? A mark will be awarded for each substantive point – a statement that directly answers the question. A further mark will be awarded for any additional information provided to support the substantive point. Level 0: No response or response does not address the question 0 marks Level 1: Makes general statements about the topic that do not address the question 1 mark Level 2: Makes simple statements that address the question 2–6 marks E.g. It was about stopping the spread of communism. Level 3: Makes developed statements that answer the question 7–10 marks E.g. It was a military strategy to stop the expansion of an enemy. It is best known as the Cold War policy of the United States and its allies to prevent the spread of communism abroad. A component of the Cold War, this policy was a response to a series of moves by the Soviet Union to enlarge communist influence in Eastern Europe, China, Korea, Africa, and Vietnam. Containment represented a middle-ground position between detente and rollback, but it let the opponent choose the place and time of any confrontation. It was supported by the Truman Doctrine and the Marshall Plan.	10

Question	Answer	Marks
4(b)	Was support from Communist China for North Vietnam the main reason for the ending of the Vietnam War? Explain your answer. Level 0: No response or response does not address the question 0 marks Level 1: Makes points about the topic in general terms, but not applied to the question 1 mark Level 2: Identifies/lists factors/describes 2–4 marks Level 3: Explains the given factor or other factor 5–6 marks E.g. Yes: the Ho Chi Minh trail through Laos and Cambodia saw the Viet Cong supported with weapons from China. Whatever strength American forces took with them, it was never enough to weaken the Viet Cong. While America tried to destroy areas, men and weapons to the South kept increasing. Level 4: Explains the given factor and other factors 7–9 marks E.g. No: the Viet Cong were experts at guerrilla warfare, much better suited to the terrain than the bombing raids and land assaults. Their methods prevented progress by American forces. Level 5: As Level 4 with additional reasoning to fully answer the question 10 marks	10

Question	Answer	Marks
5(a)	Describe the aims of the United Nations. A mark will be awarded for each substantive point – a statement that directly answers the question. A further mark will be awarded for any additional information provided to support the substantive point. Level 0: No response or response does not address the question 0 marks Level 1: Makes general statements about the topic that do not address the question 1 mark Level 2: Makes simple statements that address the question 2–6 marks E.g. It was set up to keep the peace after World War 2. Level 3: Makes developed statements that answer the question 7–10 marks E.g. It proposed to treat all nations equally, to recognise the dignity and worth of all people, to promote social progress and better standards of life.	10
5(b)	How successful was the United Nations in the Congo? Explain your answer. Level 0: No response or response does not address the question 0 marks Level 1: Makes points about the topic in general terms, but not applied to the question 1 mark Level 2: Identifies/lists factors/describes 2–4 marks Level 3: Explains the given factor or other factor 5–6 marks E.g. Yes: peace keeping forces supported the enforcement of Tshombe in a defined area. Level 4: Explains the given factor and other factors 7–9 marks E.g. No: its success was short lived as Katonga and the Congo were reunited. It was a four year commitment of large numbers of troops and it nearly bankrupted the UN. Level 5: As Level 4 with additional reasoning to fully answer the question 10 marks	10

Question	Answer	Marks
6(a)	What was the impact of defeat in the First World War on Germany up to 1923? A mark will be awarded for each substantive point – a statement that directly answers the question. A further mark will be awarded for any additional information provided to support the substantive point. Level 0: No response or response does not address the question 0 marks Level 1: Makes general statements about the topic that do not address the question 1 mark Level 2: Makes simple statements that address the question 2–6 marks E.g. Germany had suffered great losses during the war. Level 3: Makes developed statements that answer the question 7–10 marks E.g. As Germany had not been fought over, German people found it hard to believe that Germany had been defeated. Germans had been informed that they were winning; they found it difficult to accept defeat.	10
6(b)	Did the Weimar Republic mainly fail because it had accepted the Versailles Treaty? Explain your answer. Level 0: No response or response does not address the question 0 marks Level 1: Makes points about the topic in general terms, but not applied to the question 1 mark Level 2: Identifies/lists factors/describes 2–4 marks Level 3: Explains the given factor or other factor 5–6 marks E.g. Many Germans resented the signing of a diktat that included the humiliating War Guilt Clause and loss of military might. Level 4: Explains the given factor and other factors 7–9 marks E.g. No: it was the parliamentary system that made it weak and vulnerable. Proportional representation left the government unable to commit to its policies because of constant coalitions. Level 5: As Level 4 with additional reasoning to fully answer the question 10 marks	10

Question	Answer	Marks
7(a)	Describe relations between Mussolini and the Roman Catholic Church. A mark will be awarded for each substantive point – a statement that directly answers the question. A further mark will be awarded for any additional information provided to support the substantive point. Level 0: No response or response does not address the question 0 marks Level 1: Makes general statements about the topic that do not address the question 1 mark Level 2: Makes simple statements that address the question 2–6 marks E.g. Mussolini won the Church's support. Mussolini signed treaties. Level 3: Makes developed statements that answer the question 7–10 marks E.g. The Roman Catholic Church gained from Mussolini's rule. It gained freedom from government interference as Vatican City was recognised as a sovereign state.	10
7(b)	'Poverty resulting from the First World War brought Mussolini to power.' How true was this? Explain your answer. Level 0: No response or response does not address the question 0 marks Level 1: Makes points about the topic in general terms, but not applied to the question 1 mark Level 2: Identifies/lists factors/describes 2–4 marks Level 3: Identifies/lists factors/describes 5–6 marks E.g. No: Mussolini was popular because he brought a different style of government with him; Fascism. This was seen as strong and people thought it would make Italy safe. Level 4: Explains the given factor and other factors 7–9 marks E.g. Yes: strikes and political unrest were evident throughout Italy, a response to lost industry and trade resulting from the First World War. He received the King's support because he was popular and could encourage peace. Level 5: As Level 4 with additional reasoning to fully answer the question 10 marks	10

Question	Answer	Marks
8(a)	Describe the opposition to the Republican government in Spain in 1936. A mark will be awarded for each substantive point – a statement that directly answers the question. A further mark will be awarded for any additional information provided to support the substantive point. Level 0: No response or response does not address the question 0 marks Level 1: Makes general statements about the topic that do not address the question 1 mark Level 2: Makes simple statements that address the question 2–6 marks E.g. The army opposed the Republican government. Level 3: Makes developed statements that answer the question 7–10 marks E.g. Army officers became part of a right-wing challenge as the ranks of army officers were thinned down.	10
8(b)	How significant was the attack on Guernica in April 1937 to the outcome of the Spanish Civil War? Explain your answer. Level 0: No response or response does not address the question 0 marks Level 1: Makes points about the topic in general terms, but not applied to the question 1 mark Level 2: Identifies/lists factors/describes 2–4 marks Level 3: Explains the given factor or other factor 5–6 marks E.g. Yes: it helped nationalists to overcome the north of Spain. Level 4: Explains the given factor and other factors 7–9 marks E.g. No: 1600 defenceless market town people were killed. It was not of strategic importance. E.g. No: other factors were of greater significance ... Level 5: As Level 4 with additional reasoning to fully answer the question 10 marks	10

Question	Answer	Marks
9(a)	Describe the effects of the Great Depression on France. A mark will be awarded for each substantive point – a statement that directly answers the question. A further mark will be awarded for any additional information provided to support the substantive point. . Level 0: No response or response does not address the question 0 marks Level 1: Makes general statements about the topic that do not address the question 1 mark Level 2: Makes simple statements that address the question 2–6 marks E.g. France had little damaged from the Great Depression compared to other countries. Level 3: Makes developed statements that answer the question 7–10 marks E.g. There was no banking crisis in France. Unemployment never rose above 5% during the 1930s. Tourism was hindered.	10
9(b)	How successful was the Popular Front government in France? Explain your answer. Level 0: No response or response does not address the question 0 marks Level 1: Makes points about the topic in general terms, but not applied to the question 1 mark Level 2: Identifies/lists factors/describes 2–4 marks Level 3: Explains the given factor or other factor 5–6 marks E.g. Yes: it helped the working man by introducing a 40 hour week and holidays with pay. However, this was seen as only the beginning of change. Level 4: Explains the given factor and other factors 7–9 marks E.g. No: radicals held back the socialist elements within the government and the unrest was uncontrolled. As a result, many wealthy people took their money out of France. Level 5: As Level 4 with additional reasoning to fully answer the question 10 marks	10

Question	Answer	Marks
10(a)	Describe the Exchange Rate Mechanism. A mark will be awarded for each substantive point – a statement that directly answers the question. A further mark will be awarded for any additional information provided to support the substantive point. Level 0: No response or response does not address the question 0 marks Level 1: Makes general statements about the topic that do not address the question. 1 mark Level 2: Makes simple statements that address the question 2–6 marks E.g.: It controls monetary values in Europe. E.g.: It was to support recovery from the Second World War. Level 3: Makes developed statements that answer the question 7–10 marks E.g. An arrangement with the EMS that allows the value of participating currencies to fluctuate so as to control monetary exchange rates.	10
10(b)	‘In the late 1940s the desire for a united Europe was driven by the need to resist Communism.’ How far do you agree? Explain your answer. Level 0: No response or response does not address the question 0 marks Level 1: Makes points about the topic in general terms, but not applied to the question 1 mark Level 2: Identifies/lists factors/describes 2–4 marks Level 3: Explains the given factor or other factor 5–6 marks E.g. Yes: weak economies had been seen to fall to communism. A united Europe was seen as developing an economic structure to resist this. Level 4: Explains the given factor and other factors 7–9 marks Level 3 plus e.g. No: Europe post-war was struggling economically. This was seen as a mechanism for countries to support each other. Level 5: As Level 4 with additional reasoning to fully answer the question 10 marks	10

Question	Answer	Marks
11(a)	Describe Prohibition in the USA, 1919–1933. A mark will be awarded for each substantive point – a statement that directly answers the question. A further mark will be awarded for any additional information provided to support the substantive point. Level 0: No response or response does not address the question 0 marks Level 1: Makes general statements about the topic that do not address the question 1 mark Level 2: Makes simple statements that address the question 2–6 marks E.g. Alcohol was banned. Level 3: Makes developed statements that answer the question 7–10 marks E.g. Gangs grew to take control of the lucrative trade in illegal alcohol, such as Al Capone's gang. Speakeasies and bootleggers were part of it.	10
11(b)	Did the American economy grow post-1918 mainly because of Republican taxation policies? Explain your answer. Level 0: No response or response does not address the question 0 marks Level 1: Makes points about the topic in general terms, but not applied to the question 1 mark Level 2: Identifies/lists factors/describes 2–4 marks Level 3: Explains the given factor or other factor 5–6 marks E.g. Yes: industry had home-grown sales due to the Fordney-McCumber Tariff, 1922, on foreign imports. Level 4: Explains the given factor and other factors 7–9 marks E.g. No: it was the mass production of electrical equipment for homes that made people want them. Prices were not high. Level 5: As Level 4 with additional reasoning to fully answer the question 10 marks	10

Question	Answer	Marks
12(a)	What was the immediate impact of the Wall Street Crash on Americans? A mark will be awarded for each substantive point – a statement that directly answers the question. A further mark will be awarded for any additional information provided to support the substantive point. Level 0: No response or response does not address the question 0 marks Level 1: Makes general statements about the topic that do not address the question 1 mark Level 2: Makes simple statements that address the question 2–6 marks E.g. People became poor. Level 3: Makes developed statements that answer the question 7–10 marks E.g. People who had invested in the stock market, having borrowed money to do so, were suddenly in great debt.	10
12(b)	How far was overproduction in America responsible for the Wall Street Crash? Explain your answer. Level 0: No response or response does not address the question 0 marks Level 1: Makes points about the topic in general terms, but not applied to the question 1 mark Level 2: Identifies/lists factors/describes 2–4 marks Level 3: Explains the given factor or other factor 5–6 marks E.g. Yes: stockpiling could only go on for so long, and by the late 1920s men were being laid off work as no more needed to be produced. These people could then not buy, weakening the economy. Level 4: Explains the given factor and other factors 7–9 marks E.g. No: unequal distribution of wealth was not a major cause. The great growth in the production on new technologies made manufacturers wealthy, but wages were kept low. The impact was that many families were unable to buy these technologies, so products such as radios became part of the cycle that left many stockpiled. Many rural areas had no electricity, so the available market was limited. Level 5: As Level 4 with additional reasoning to fully answer the question 10 marks	10

Question	Answer	Marks
13(a)	What reforms did Johnson introduce to achieve a ‘Great Society’? A mark will be awarded for each substantive point – a statement that directly answers the question. A further mark will be awarded for any additional information provided to support the substantive point. Level 0: No response or response does not address the question 0 marks Level 1: Makes general statements about the topic that do not address the question 1 mark Level 2: Makes simple statements that address the question 2–6 marks E.g. It educated the poor. Level 3: Makes developed statements that answer the question 7–10 marks E.g. Medicare, a partial health care scheme, was put in place to look after the over-65s.	10
13(b)	How serious a threat to political stability in the USA was McCarthyism? Explain your answer. Level 0: No response or response does not address the question 0 marks Level 1: Makes points about the topic in general terms, but not applied to the question 1 mark Level 2: Identifies/lists factors/describes 2–4 marks Level 3: Explains the given factor or other factor 5–6 marks E.g. Yes: his interrogations threatened stability by removing politicians and taking their minds off the issues of the day. Level 4: Explains the given factor and other factors 7–9 marks E.g. No: when he began to quiz decorated heroes he was stopped. This was before Eisenhower’s fears of a divided Republican Party came about.	10

Question	Answer	Marks
14(a)	Describe the reaction in the Southern states to moves towards desegregation up to 1964. A mark will be awarded for each substantive point – a statement that directly answers the question. A further mark will be awarded for any additional information provided to support the substantive point. Level 0: No response or response does not address the question 0 marks Level 1: Makes general statements about the topic that do not address the question 1 mark Level 2: Makes simple statements that address the question 2–6 marks E.g. Authorities had to be made to obey the new instructions. Level 3: Makes developed statements that answer the question 7–10 marks E.g. Federal troops had to be sent to Arkansas to enforce the 1957 desegregation of schools laws. Black children had armed guards for 9 months.	10
14(b)	‘Concern about the USA’s image in the rest of the world’. Was this the main reason for the engagement of presidents in the Civil Rights movement in America? Explain your answer. Level 0: No response or response does not address the question 0 marks Level 1: Makes points about the topic in general terms, but not applied to the question 1 mark Level 2: Identifies/lists factors/describes 2–4 marks Level 3: Explains the given factor or other factor 5–6 marks E.g. Yes: 10% could not vote in the country that claimed to be the leader of the free world. Nationalism in Africa threatened to see those freed turn to communism. Level 4: Explains the given factor and other factors 7–9 marks E.g. It was about the consciences of politicians who were aware of how they were only partially serving society, and about the vast amount of talent that was going to waste that could have been forwarding America’s scientific and business communities. Level 5: As Level 4 with additional reasoning to fully answer the question 10 marks	10

Question	Answer	Marks
15(a)	Describe Allende's economic policies in Chile. A mark will be awarded for each substantive point – a statement that directly answers the question. A further mark will be awarded for any additional information provided to support the substantive point. Level 0: No response or response does not address the question 0 marks Level 1: Makes general statements about the topic that do not address the question 1 mark Level 2: Makes simple statements that address the question 2–6 marks E.g. He shared out wealth. Level 3: Makes developed statements that answer the question 7–10 marks E.g. Wage increases were introduced without price rises. Copper industries, banks and textile firms were nationalised.	10
15(b)	'Failure to win the support of the <i>estancieros</i> (landowners) was the main reason for the downfall of Peron in 1955.' Do you agree? Explain your answer. Level 0: No response or response does not address the question 0 marks Level 1: Makes points about the topic in general terms, but not applied to the question 1 mark Level 2: Identifies/lists factors/describes 2–4 marks Level 3: Explains the given factor or other factor 5–6 marks E.g. Yes: civil conflict developed when Peron established a corporate state without the main wealth creating arm of the country (owners of agriculture). Level 4: Explains the given factor and other factors 7–9 marks E.g. No: it was his attack on the Catholic Church that led to military revolt. He legalised divorce and secularised education. Level 5: As Level 4 with additional reasoning to fully answer the question 10 marks	10

Question	Answer	Marks
16(a)	Describe Stalin's rise to power in the 1920s. A mark will be awarded for each substantive point – a statement that directly answers the question. A further mark will be awarded for any additional information provided to support the substantive point. Level 0: No response or response does not address the question 0 marks Level 1: Makes general statements about the topic that do not address the question 1 mark Level 2: Makes simple statements that address the question 2–6 marks E.g. Stalin used his position to defeat rivals. Level 3: Makes developed statements that answer the question 7–10 marks E.g. A struggle for power developed between Stalin, the secretary of the Communist Party, and Trotsky, the brilliant Commissar for War. In a way, the struggle was about what the Soviet Union would become, for Trotsky believed in encouraging world revolution, whereas Stalin advocated communism in one country and said Russia had to establish its power before there was any attempt to spread revolution. Stalin was a master of political trickery. He used his position as secretary to put his supporters on the Central Committee of the party. He even told Trotsky the wrong date for Lenin's funeral, so Trotsky turned up a day late. And so it was Stalin who became party leader in 1924. Trotsky was dismissed, then exiled and murdered in 1940.	10

Question	Answer	Marks
16(b)	How far did Russians benefit from Stalin's economic policies? Explain your answer. Level 0: No response or response does not address the question 0 marks Level 1: Makes points about the topic in general terms, but not applied to the question 1 mark Level 2: Identifies/lists factors/describes 2–4 marks Level 3: Explains the given factor or other factor 5–6 marks E.g. Yes: even though figures can be challenged, in just 10 years the Soviet Union became a major world industrial power, seeing coal production alone rise from 36 million tons in 1928 to over 150 million tons in 1941. Steel, electricity and oil saw similar development through a series of 5 Year Plans organised through GOSPLAN. Level 4: Explains the given factor and other factors 7–9 marks E.g. No: it was not until Khrushchev's time that products required for general life e.g. shoes, became part of economic planning. There were terrible shortages during Stalin's period of rule. Level 5: As Level 4 with additional reasoning to fully answer the question 10 marks	10

Question	Answer	Marks
17(a)	Describe the siege of Leningrad by the Germans. A mark will be awarded for each substantive point – a statement that directly answers the question. A further mark will be awarded for any additional information provided to support the substantive point. Level 0: No response or response does not address the question 0 marks Level 1: Makes general statements about the topic that do not address the question 1 mark Level 2: Makes simple statements that address the question 2–6 marks E.g. It was in 1941. Level 3: Makes developed statements that answer the question 7–10 marks E.g. It lasted almost two and a half years and cost the lives of an estimated 1 000 000 city residents. It began on September 8, 1941 when German troops completed their encirclement of the city.	10
17(b)	How far did the Great Patriotic War change Stalin's relationship with the Soviet people? Explain your answer. Level 0: No response or response does not address the question 0 marks Level 1: Makes points about the topic in general terms, but not applied to the question 1 mark Level 2: Identifies/lists factors/describes 2–4 marks Level 3: Explains the given factor or other factor 5–6 marks E.g. Yes: Stalin realised that religion was necessary and allowed the reintroduction (quietly) of churches. Level 4: Explains the given factor and other factors 7–9 marks E.g. No: they expected his rule to show respect for their trials during the war, but this did not happen e.g. the 5 Year Plans were as hard on people as those before the War. Level 5: As Level 4 with additional reasoning to fully answer the question 10 marks	10

Question	Answer	Marks
18(a)	Describe Khrushchev's industrial policy. A mark will be awarded for each substantive point – a statement that directly answers the question. A further mark will be awarded for any additional information provided to support the substantive point. Level 0: No response or response does not address the question 0 marks Level 1: Makes general statements about the topic that do not address the question 1 mark Level 2: Makes simple statements that address the question 2–6 marks E.g. 5 Year Plans, more local involvement in managing industry. Level 3: Makes developed statements that answer the question 7–10 marks E.g. There was a focus on industry serving improved living standards e.g. providing washing machines.	10
18(b)	'Khrushchev's fall from power was mainly caused by the failure of his agricultural policy.' Do you agree? Explain your answer. Level 0: No response or response does not address the question 0 marks Level 1: Makes points about the topic in general terms, but not applied to the question 1 mark Level 2: Identifies/lists factors/describes 2–4 marks Level 3: Explains the given factor or other factor 5–6 marks E.g. Yes: the Virgin Lands Scheme failed due to over-farming, leaving imports required. Level 4: Explains the given factor and other factors 7–9 marks E.g. No: his policies turned many groups against him. Attempting to limit nuclear weapons and reduce spending on the military lost the support of the military. Level 5: As Level 4 with additional reasoning to fully answer the question 10 marks	10

Question	Answer	Marks
19(a)	Describe changes made by Andropov and Chernenko to the government of Russia. A mark will be awarded for each substantive point – a statement that directly answers the question. A further mark will be awarded for any additional information provided to support the substantive point. Level 0: No response or response does not address the question 0 marks Level 1: Makes general statements about the topic that do not address the question 1 mark Level 2: Makes simple statements that address the question 2–6 marks E.g. There was a move to decentralise by Andropov. Level 3: Makes developed statements that answer the question 7–10 marks E.g. Andropov's programme of economic reform brought younger men into jobs managing industry locally in order to boost production.	10
19(b)	Gorbachev's intention to promote individual initiative is best seen through the freedom given to the Russian media. Do you agree? Explain your answer. Level 0: No response or response does not address the question 0 marks Level 1: Makes points about the topic in general terms, but not applied to the question 1 mark Level 2: Identifies/lists factors/describes 2–4 marks Level 3: Explains the given factor or other factor 5–6 marks E.g. Yes: watching the 19th Party Conference and the Congress of People's Deputies in 1989 showed individuals what their involvement in government could be. Level 4: Explains the given factor and other factors 7–9 marks E.g. No: economic change did more to involve people in new ways. Small businesses were allowed and workers' co-operatives were permitted (where the workforce was less than 50 members). Level 5: As Level 4 with additional reasoning to fully answer the question 10 marks	10

Question	Answer	Marks
20(a)	Describe the rise of Solidarity. A mark will be awarded for each substantive point – a statement that directly answers the question. A further mark will be awarded for any additional information provided to support the substantive point. Level 0: No response or response does not address the question 0 marks Level 1: Makes general statements about the topic that do not address the question 1 mark Level 2: Makes simple statements that address the question 2–6 marks E.g. It began in the shipyards. Level 3: Makes developed statements that answer the question 7–10 marks E.g. It began in the Lenin Shipyard and was led by L Walesa.	10
20(b)	‘Dubcek’s downfall was brought about by the introduction of free speech.’ How far do you agree? Explain your answer. Level 0: No response or response does not address the question 0 marks Level 1: Makes points about the topic in general terms, but not applied to the question 1 mark Level 2: Identifies/lists factors/describes 2–4 marks Level 3: Explains the given factor or other factor 5–6 marks E.g. Yes: televised discussion about the possibility of non-Communist parties being involved in elections threatened Warsaw Pact countries and led to the invasion. Level 4: Explains the given factor and other factors 7–9 marks E.g. No: it was the threat of closer relations with W Germany through an opening border that other Warsaw Pact countries feared. Level 5: As Level 4 with additional reasoning to fully answer the question 10 marks	10

Question	Answer	Marks
21(a)	What difficulties were faced in the Congo during decolonisation? A mark will be awarded for each substantive point – a statement that directly answers the question. A further mark will be awarded for any additional information provided to support the substantive point. Level 0: No response or response does not address the question 0 marks Level 1: Makes general statements about the topic that do not address the question 1 mark Level 2: Makes simple statements that address the question 2–6 marks E.g. Congo had difficulty remaining a single country. Level 3: Makes developed statements that answer the question 7–10 marks E.g. Katonga declared independence.	10
21(b)	Was a growing economy the main reason for Ghana's success as an independent country up to 2001? Explain your answer. Level 0: No response or response does not address the question 0 marks Level 1: Makes points about the topic in general terms, but not applied to the question 1 mark Level 2: Identifies/lists factors/describes 2–4 marks Level 3: Explains the given factor or other factor 5–6 marks E.g. Yes: with IMF help, agricultural growth was up by 7% and inflation down by 40% by 1985. Level 4: Explains the given factor and other factors 7–9 marks E.g. No: it was mostly about the role played by JJ Rawlings, removing corruption and introducing democratic government. Level 5: As Level 4 with additional reasoning to fully answer the question 10 marks	10

Question	Answer	Marks
22(a)	Describe the legal restrictions on the rights of black people in South Africa up to 1948. A mark will be awarded for each substantive point – a statement that directly answers the question. A further mark will be awarded for any additional information provided to support the substantive point. Level 0: No response or response does not address the question 0 marks Level 1: Makes general statements about the topic that do not address the question 1 mark Level 2: Makes simple statements that address the question 2–6 marks E.g. A colour bar was introduced. Level 3: Makes developed statements that answer the question 7–10 marks E.g. The introduction of Poll Tax in 1925 guaranteed that Blacks had to work for Whites.	10
22(b)	Was the 1950 Population Registration Act the most significant law in the creation of apartheid? Explain your answer. Level 0: No response or response does not address the question 0 marks Level 1: Makes points about the topic in general terms, but not applied to the question 1 mark Level 2: Identifies/lists factors/describes 2–4 marks Level 3: Explains the given factor or other factor 5–6 marks E.g. Yes: it meant that authorities could identify Coloured, White and Black and target the implementation of future laws appropriately. Level 4: Explains the given factor and other factors 7–9 marks E.g. No: the Bantu Education Act was of greater significance as it removed equality of opportunity by identifying the different education, educational provisions and the different training of teachers for Blacks and Whites. Level 5: As Level 4 with additional reasoning to fully answer the question 10 marks	10

Question	Answer	Marks
23(a)	What objections did Arabs have to the establishment of a British mandate in Palestine after the First World War? A mark will be awarded for each substantive point – a statement that directly answers the question. A further mark will be awarded for any additional information provided to support the substantive point. Level 0: No response or response does not address the question 0 marks Level 1: Makes general statements about the topic that do not address the question 1 mark Level 2: Makes simple statements that address the question 2–6 marks E.g. Arabs were expecting independence. Level 3: Makes developed statements that answer the question 7–10 marks E.g. Arabs felt that they had exchanged Turkish rulers for British ones, and that the new rulers were allowing Jewish families to buy their land.	10
23(b)	How important was the Peel Commission as a cause of anti-British activity in Palestine up to 1948? Explain your answer. Level 0: No response or response does not address the question 0 marks Level 1: Makes points about the topic in general terms, but not applied to the question 1 mark Level 2: Identifies/lists factors/describes 2–4 marks Level 3: Explains the given factor or other factor 5–6 marks E.g. Yes: it was a British document that upset Jews by reducing Jewish immigration into Palestine after 5 years. Level 4: Explains the given factor and other factors 7–9 marks E.g. More extreme Jewish organisations e.g. Irgun and Hagannah, wanted to rid Palestine of the British. Level 5: As Level 4 with additional reasoning to fully answer the question 10 marks	10

Question	Answer	Marks
24(a)	What issues affected Arab-Israeli relations between 1957 and May 1967? A mark will be awarded for each substantive point – a statement that directly answers the question. A further mark will be awarded for any additional information provided to support the substantive point. Level 0: No response or response does not address the question 0 marks Level 1: Makes general statements about the topic that do not address the question 1 mark Level 2: Makes simple statements that address the question 2–6 marks E.g. Suez had an impact. Level 3: Makes developed statements that answer the question 7–10 marks E.g. The position of the USA had a big impact, Jews benefiting from USA financial support and Arabs being anti-West since the Suez crisis.	10
24(b)	‘UN Resolution 242 was a fair outcome of the Six-Day War in 1967.’ Do you agree? Explain your answer. Level 0: No response or response does not address the question 0 marks Level 1: Makes points about the topic in general terms, but not applied to the question 1 mark Level 2: Identifies/lists factors/describes 2–4 marks Level 3: Explains the given factor or other factor 5–6 marks E.g. Yes: it demonstrated Israel’s right to exist even if not to hold newly won lands. Level 4: Explains the given factor and other factors 7–9 marks E.g. Israelis did not think so; they valued the additional security they got from holding the Golan Heights. Level 5: As Level 4 with additional reasoning to fully answer the question 10 marks	10

Question	Answer	Marks
25(a)	Describe the Arab League. A mark will be awarded for each substantive point – a statement that directly answers the question. A further mark will be awarded for any additional information provided to support the substantive point. Level 0: No response or response does not address the question 0 marks Level 1: Makes general statements about the topic that do not address the question 1 mark Level 2: Makes simple statements that address the question 2–6 marks E.g. It is a group that supports Arab states. Level 3: Makes developed statements that answer the question 7–10 marks E.g. It aims to support co-operation between Arab states such that economic conditions can develop effectively.	10
25(b)	How far was newly gained wealth the cause of the Iranian Revolution? Explain your answer. Level 0: No response or response does not address the question 0 marks Level 1: Makes points about the topic in general terms, but not applied to the question 1 mark Level 2: Identifies/lists factors/describes 2–4 marks Level 3: Explains the given factor or other factor 5–6 marks E.g. Yes: the new National Iranian Oil Company brought great wealth to many Iranians. But the vast majority lived lives that were far more driven by need. These poorer people were prey to the voices that spoke of the pro-West attitude and the damage that it was doing to their Shia faith. Level 4: Explains the given factor and other factors 7–9 marks E.g. No: closer ties with America and Britain introduced new ways of life. Western ways were adopted; land was transferred to smaller landowners; women were given the vote; the number of schools was increased and children were required to learn to read and write; Western banks opened and cinemas showed Western films. These were all seen as a threat to their Islamic faith. Opposition to the regime was led by the Mullahs. Level 5: As Level 4 with additional reasoning to fully answer the question 10 marks	10

Question	Answer	Marks
26(a)	What were the aims of the May Fourth Movement? A mark will be awarded for each substantive point – a statement that directly answers the question. A further mark will be awarded for any additional information provided to support the substantive point. Level 0: No response or response does not address the question 0 marks Level 1: Makes general statements about the topic that do not address the question 1 mark Level 2: Makes simple statements that address the question 2–6 marks E.g. To modernised China. Level 3: Makes developed statements that answer the question 7–10 marks E.g. To protest against the Treaty of Versailles.	10
26(b)	Who was more important in the Nationalist Movement, Sun Yat-Sen or Chiang Kai-Shek? Explain your answer. Level 0: No response or response does not address the question 0 marks Level 1: Makes points about the topic in general terms, but not applied to the question 1 mark Level 2: Identifies/lists factors/describes 2–4 marks Level 3: Explains the given factor or other factor 5–6 marks E.g. SYS was important in the south of China. Democratic himself, he was prepared to work with communists to establish the GMD and build an army. He wanted land redistribution. Level 4: Explains the given factor and other factors 7–9 marks E.g. CKS accepted help from Moscow in setting up the GMD and army. Level 5: As Level 4 with additional reasoning to fully answer the question 10 marks	10

Question	Answer	Marks
27(a)	Describe the Tiananmen Square protest in 1989. A mark will be awarded for each substantive point – a statement that directly answers the question. A further mark will be awarded for any additional information provided to support the substantive point. Level 0: No response or response does not address the question 0 marks Level 1: Makes general statements about the topic that do not address the question 1 mark Level 2: Makes simple statements that address the question 2–6 marks E.g. There were demands for political change. Tanks were used. Level 3: Makes developed statements that answer the question 7–10 marks E.g. Liberal politician Hu Yaobang was imprisoned for encouraging intellectuals to question the system.	10
27(b)	How liberalised did China's economy become after 1976? Explain your answer. Level 0: No response or response does not address the question 0 marks Level 1: Makes points about the topic in general terms, but not applied to the question 1 mark Level 2: Identifies/lists factors/describes 2–4 marks Level 3: Explains the given factor or other factor 5–6 marks E.g. Yes: trade with the West e.g. to build dams for electricity. Level 4: Explains the given factor and other factors 7–9 marks E.g. No: central controls are imposed. Level 5: As Level 4 with additional reasoning to fully answer the question 10 marks	10

Question	Answer	Marks
28(a)	Describe how Japan was affected by the First World War. A mark will be awarded for each substantive point – a statement that directly answers the question. A further mark will be awarded for any additional information provided to support the substantive point. Level 0: No response or response does not address the question 0 marks Level 1: Makes general statements about the topic that do not address the question 1 mark Level 2: Makes simple statements that address the question 2–6 marks E.g. It gained economically. Level 3: Makes developed statements that answer the question 7–10 marks E.g. Japan took over much of Europe's trade during World War 1 and retained a large shipping interest post war.	10
28(b)	'Rebuilding industry was the focus of Japan's governments in the years after 1945.' How far do you agree? Explain your answer. Level 0: No response or response does not address the question 0 marks Level 1: Makes points about the topic in general terms, but not applied to the question 1 mark Level 2: Identifies/lists factors/describes 2–4 marks Level 3: Explains the given factor or other factor 5–6 marks E.g. Yes: but not the old industries. IT, TV, ship-building were all developed. Level 4: Explains the given factor and other factors 7–9 marks E.g. No: land issues had to be addressed to give tenant's rights. The status of tenants in society rose. Level 5: As Level 4 with additional reasoning to fully answer the question 10 marks	10

Question	Answer	Marks
29(a)	What was the 3rd June Plan for India? A mark will be awarded for each substantive point – a statement that directly answers the question. A further mark will be awarded for any additional information provided to support the substantive point. Level 0: No response or response does not address the question 0 marks Level 1: Makes general statements about the topic that do not address the question 1 mark Level 2: Makes simple statements that address the question 2–6 marks E.g. It was suggesting a plan for when Britain left India. Level 3: Makes developed statements that answer the question 7–10 marks E.g. Muslim majority provinces were to be able to stay with India or join Pakistan.	10
29(b)	Was Direct Action Day the main reason why India was partitioned in 1947? Explain your answer. Level 0: No response or response does not address the question 0 marks Level 1: Makes points about the topic in general terms, but not applied to the question 1 mark Level 2: Identifies/lists factors/describes 2–4 marks Level 3: Explains the given factor or other factor 5–6 marks E.g. Yes: Britain learned the necessity of this when a peaceful demonstration by Muslims to show how much they feared domination by Hindus led to 4000 deaths in Calcutta. Level 4: Explains the given factor and other factors 7–9 marks E.g. During a period of Congress Rule, Congress called upon the Muslim League to join with it. This caused Muslims to fear what would happen when India became independent. Level 5: As Level 4 with additional reasoning to fully answer the question 10 marks	10

Question	Answer	Marks
30(a)	Describe how Indonesia achieved independence in 1949. A mark will be awarded for each substantive point – a statement that directly answers the question. A further mark will be awarded for any additional information provided to support the substantive point. Level 0: No response or response does not address the question 0 marks Level 1: Makes general statements about the topic that do not address the question 1 mark Level 2: Makes simple statements that address the question 2–6 marks E.g. The Dutch fought to stop Indonesian independence. Level 3: Makes developed statements that answer the question 7–10 marks E.g. When Japan invaded in 1942 Sukarno was made part of the administration and promised independence at the end of the war. Thus, in 1945, Sukarno declared independence.	10
30(b)	‘The formation of Malaysia in 1963 could not have happened without the Cobbold Commission.’ How far do you agree? Explain your answer. Level 0: No response or response does not address the question 0 marks Level 1: Makes points about the topic in general terms, but not applied to the question 1 mark Level 2: Identifies/lists factors/describes 2–4 marks Level 3: Explains the given factor or other factor 5–6 marks E.g. No: Tunuku was strong in Malaya and the area was prosperous enough to determine its own future. Level 4: Explains the given factor and other factors 7–9 marks E.g. Yes: the UN research convinced governments that the plan could work. Level 5: As Level 4 with additional reasoning to fully answer the question 10 marks	10